

Year	Development	Grade	Overview
2011	<a href="#">A Day in Elapsed Time</a>	<b>Grades 2-3</b>	This unit addresses elapsed time on the hour. Students will need to be familiar with analog as well as digital clocks, be able to read and write time displayed on an analog clock face, and know the difference between a.m. and p.m. to be successful with this unit. The unit's main focus is on estimating the duration of various activities and using number lines to calculate elapsed time. On day three of the unit students will work cooperatively to create a class schedule using these focus skills.
2011	<a href="#">It's About Time</a>	<b>Grades 4-5</b>	Over three days students will be able to determine elapsed, start, and end times using multiple strategies which include mini-clocks, T- charts, or number lines. Students will communicate their mastery through cooperative learning activities, games, and evaluations.
2011	<a href="#">Measurement Matters</a>	<b>Grades 2-3</b>	This three day unit allows students to explore with the standard and metric units of measurement. Students should begin this unit with some understanding of how to use a ruler to measure (how to hold the ruler, how to read to the ruler to the nearest inch/centimeter). On the first two days students will bring items that
2010	<a href="#">Jock O'Clock's Time Sports Complex</a>	<b>Grades 3-4</b>	This unit is comprised of lessons intended to provide students with knowledge of finding start time, elapsed time, and end time. Jock O'Clock is the main character throughout this sports based thematic unit. Students will help Jock O'Clock determine the amount of time that has passed to the nearest five minutes through interactive games and lessons. Students will be expected to count forward and backward on analog and digital clocks, and to distinguish between start time, elapsed time, and end time when solving story problems.
2009	<a href="#">A Day in Time</a>	<b>Grades 3-5</b>	This unit will teach and reinforce elapsed time and time conversions of hours to minutes, minutes to hours and hours to seconds. The unit is based on the picture book Tuesday by David Wiesner.
2008	<a href="#">What's Your Capacity?</a>	<b>Grades 4-5</b>	Students will learn to estimate and determine the capacity of containers using ounces, pints, quarts and gallons. They will be able to explain how to determine capacity measurements.
2006	<a href="#">Counting on Converting Metric Measurements   Part II   Part III   Part IV   Part V</a>	<b>Grade 4</b>	This unit focuses on student understanding of the metric measurement system. This includes the knowledge of why different units of metric measurement are necessary and how to convert between them.

Year	Development	Grade	Overview
2006	<a href="#">Discovering Perimeter And Area</a>	Grade 5	The focus of this unit is helping students develop a conceptual understanding of the formulas used to calculate perimeter and area. Before beginning, students should have prior knowledge of the characteristics and properties of two-dimensional geometric shapes. In this unit, students will use a class-generated definition for perimeter and area and data derived from hands on activities to “discover” the formulas for perimeter and area.
2006	<a href="#">Flat Stanley Explores Washington, DC</a>	Grades 3-4	In order to understand perimeter and area, students should have prior knowledge of polygons and addition as specified in NCTM Content Standards. This unit uses a Washington, DC monuments theme to introduce estimating and determining perimeter and area through whole numbers. (Note: Flat Stanley Project. Used with permission.)